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ABSTRACT

Intended for trainers or workshop planners, the guide provides information and suggestions for planning and conducting an effective workshop. Although an awareness workshop on serving disabled campers is used to illustrate the material, the procedures apply to all types of workshops, ranging from awareness workshops to managerials. The guide will help trainers or workshop planners to: choose a title for the workshop that will encourage attendance; provide information on the types of content, activities, and resources that should be part of a workshop; make use of local resources in planning and conducting the workshop; choose audio-visual aides which will supplement workshop content; and determine whether participants' attitudes have changed as a result of the workshop. The first section provides information on: identifying audience needs; setting goals and objectives; organizing the program; identifying resources; identifying barriers (travel, transportation, financial, architectural, and attitudinal barriers); and evaluating the program. The final section provides information on determining the types of learning activities suited to the needs of the audience and to the time available for the workshop. Appended are copies of the Attitudes Toward Disabled Person Scale and answer sheet, a workshop evaluation form, and a sample agenda and budget for an awareness workshop. (NQA)

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Making Effective Workshops Happen

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Making Effective Workshops Happen

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Martinsville, Indiana

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Foreword

The Office of Special Education and Rehabilitative Services has for many years recognized the value of camping as an important aspect in the lives of handicapped youth and adults. Since 1971 when the former Bureau of Education for the Handicapped provided funding to help sponsor the National Conference on Training Needs and Strategies in Camping, Outdoor and Environmental Recreation for the Handicapped at San Jose State University, there has been a nationwide movement toward including handicapped children and adults in organized camping programs.

The material contained in this book and other volumes that make up the Camp Director Training Series are the result of a three-year project funded by the Division of Personnel Preparation. In funding this effort, it is our hope that the results of the project will help make camp directors and other persons more aware of the unique and special needs of disabled children and adults; and to provide information and resources to better insure that those needs are met.

The Office of Special Education and Rehabilitative Services is committed to the goal of equal opportunity and a quality life for every handicapped child in the United States. Opportunity to participate in camping programs on an equal basis with their non-handicapped peers is a right to which all handicapped children are entitled. However, this goal can be achieved only if those responsible for the provision of camping services are likewise committed to this goal.

William Hillman, Jr., **Project Offier, 1979-1981**
Division of Personnel Preparation,
Office of Special Education and Rehabilitative Services
Sept. 1981

Preface

Emblazoned across the mantle of the fireplace at its National Headquarters are the words "Better Camping For All." Nothing more easily sums up the basic purpose of the American Camping Association (ACA) in its 75 years of existence than do these words. From its very beginning, the Association has been concerned about providing "better" camps. That concern has led to a continuing study and research for the most appropriate standards for health, safety, and better programming in the organized camp.

That concern for standards of performance in the operation of the summer camp led to an awareness of the necessity of an adequate preparation and continuing education of the camp director. Various short courses and training events were developed in local ACA Sections and at ACA national conventions. Many institutions of higher learning developed curriculum related to the administration of the organized camp.

By the late 1960s, the American Camping Association began the development of an organized plan of study for the camp director that would insure a common base of knowledge for its participants. Three types of camp director institutes were developed and experimented with in different parts of the country. In 1970, the Association adopted a formalized camp director institute which led to certification by the Association as a certified camp director. Continuing efforts were made to try to expand and improve upon the program.

After the first decade, it was recognized that the program must be greatly expanded if it were to reach camp directors in all parts of the country. Centralized institutes of a specified nature often prevented wide participation by camp directors. This led the Association to consider the importance of documenting a body of knowledge which needed to be encompassed in the basic education of any camp director and to explore methods by which that information could be best disseminated.

During the years 1976-78, the Bureau of Education for the Handicapped, U.S. Department of Health, Education, and Welfare, funded a three-year project to determine the basic competencies required of a camp director who worked with the physically handicapped. Under the leadership of Dr. Dennis Vinton and Dr. Betsy Farley of the University of Kentucky, research was undertaken that led to the documentation of the basic components of such education. It was determined that 95 percent of the information required in education of a director of a camp for the physically handicapped was generic. Only 4 percent or 5 percent related specifically to the population served.

Meanwhile, the American Camping Association had begun to recognize that the word "all" in its motto is an obligation far beyond its extensive efforts over a number of decades to insure organized camping experiences for children of all racial, ethnic, and socio-economic backgrounds. Camps began to expand their services to a variety of special populations to encompass all age ranges and persons with a variety of physical and mental disabilities. The message soon reached the Association that any camp director education program must help all camp directors to understand and explore the needs of the new population the camps were serving. Chief among those new populations were the campers with physical and mental disablements.

In 1978, the Association approached the Office of Special Education, U.S. Department of Education, and requested funding for a project to expand its education program based on the materials developed by Project REACH, a research project funded by the Department of Education at the University of Kentucky; the intent was to include training for directors working with the handicapped and develop a plan for wider dissemination of camp director education opportunities.

A subsequent grant from the department resulted in Project STRETCH and three years of monitoring camp director education programs, revising and expanding the basic curriculum for such programs, and developing new materials for use in expanded programs.

As we near the end of Project STRETCH, the American Camping Association is pleased to find that the project has helped to greatly heighten the level of awareness of the handicapped and their needs in the camp director community.

This volume is one of several volumes that will insure "Better Camping for All" in the decades ahead.

Armand Ball,
Executive Vice President
American Camping Association

Acknowledgements

The camp administration series is a result of three years of work by hundreds of individuals in the field of organized camping and therapeutic .ecreation. A big thank you is extended to all who made this project a reality. While it is impossible to mention all contributors, we extend a specia! thank you to those individuals who assisted the project for all three years. With their input, the road to this project's completion was much easier to travel.

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William Hillman, Jr., Division of Personnel Preparation,
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Planning an Effective Workshop

by Denise Robinson

Introduction

The purpose of this guide is to allow you, as a trainer or workshop planner, to plan and conduct an effective workshop. The information and suggestions included can be used for all types of workshops, ranging from awareness workshops to managerials. This guide will help you to:

—choose a title for your workshop that will encourage attendance;
—provide information on the types of content, activities, and resources that should be part of a workshop;
—make use of local resources in planning and conducting the workshop;
—choose audio-visual aides which will supplement workshop content;
—determine whether participants' attitudes have changed as a result of the workshop.

To better illustrate the procedures suggested in this guide, an example of one type of workshop (an awareness workshop on serving disabled campers) will be used throughout the material. The procedures, however, apply to all types of workshops.

Workshop Planning

Careful, systematic planning is essential if your workshop is to be effective. You will need to be sure that your presentation and the activities you choose will meet the needs of your audience and are presented in a practical, informative way. You will want to involve local experts on your workshop topic. You may want to choose a film strip or movie to reinforce your presentation. You may also want to provide handouts or resource lists so that workshop participants will be better able to implement your program in their own camps.

The information in this section will help you plan and conduct your workshop. Although every workshop will be different, responding to the needs of a particular audience, the information here can be adapted for a one-hour presentation which is part of another meeting of camp directors or for a one-day workshop which covers a variety of topics. As you read through the subsections below, you will need to determine how the information applies to the type of workshop you will be conducting and then incorporate the most helpful items into your plan of action.

Workshop organization, even for a one-hour presentation, is a time-consuming task. Careful attention must be paid to every detail and a great deal of simultaneous planning must be undertaken. The subsections which follow are designed to aid you in planning your workshop and developing your plan of action:

A. Identifying Audience Needs
B. Setting Goals and Objectives
C. Organizing the Program
D. Identifying Resources
E. Identifying Barriers
F. Evaluating the Program

A. Identifying Audience Needs

As you begin to plan your workshop, you must consider the needs of your audience in relation to your topic. First, you will need to determine who will be attending the workshop. You may then want to find out whether they have had any related experience. For example, in an awareness workshop concerning disabled campers, consider whether your audience has had any experience at all with disabled persons; whether they have had disabled campers at their camps; what their current attitudes toward mainstreaming are; and what they expect to gain from an awareness workshop. You will want to choose a title for your session that will have a wide range of appeal and encourage attendance. Emphasize the aspect(s) of your workshop that will be of general concern to a number of people.

Focusing on Your Audience

The primary audience for your workshop will be members of the camping community in your area. These might include:

—camp administrators
—camp directors
—camp counselors
—camp support staff (food service, maintenance, secretary, nurse, etc.)

Other potential participants might be:

—agency personnel
—board members
—educators
—parents of campers
—campers

You may find that your audience is primarily homogenous or that it consists of a mixture of persons with different viewpoints, various levels of experience, and diverse professional

and personal interests. These factors will influence the content and presentation of your workshop, and must therefore be taken into consideration.

Conducting a Needs Assessment

Depending on your familiarity with the audience you intend to reach, and the resources available to you in planning your workshop, you may want to conduct a formal needs assessment of potential workshop participants, or you may choose a more informal approach. In either case, it is a good idea to obtain feedback from a sample of workshop participants to make sure that the content or presentors you have chosen addresses topics of interest to those attending the workshop.

You may wish to conduct a formal needs assessment by mailing a survey instrument and analyzing the results. Another approach is to ask one or two pertinent questions on the registration form for your workshop (or the general registration form if your session is to be part of a larger workshop). It is recommended that you narrow the scope of the information you are requesting in order to be able to answer the concerns adequately in a workshop setting. Some possible questions for an awareness workshop about disabled campers would be:

—Does your camp serve handicapped individuals?
—Are disabled campers served in special programs, or are one or two (or more) mainstreamed with other campers?
—What experience have you had in dealing with disabled individuals in a camp setting?
—What resources do you feel you would need to begin to serve disabled persons in your camp?
—What major questions do you have about serving disabled persons in a camp setting?

You may choose to limit the types of answers you receive by offering forced choices (check those answers which apply or circle the item which best represents your answer), or you may want to leave questions open-ended to allow for a range of answers. Once the responses to your needs assessment have been received, analysis of the results can be made according to general topic areas or according to persons involved. The needs must be ranked and those of highest priority selected as you continue with the workshop planning process.

Choosing a Workshop Title

At this point, having identified your audience and determined their needs, you will want to think creatively about the title for your workshop. The title you choose will need to reflect the content and focus of your workshop; and at the same time, you will want to encourage attendance by as many people as possible. One way to build interest in a workshop is to choose a non-threatening title which focuses on the general concerns of all camp directors. An awareness workshop on disabled campers, for example, might be titled:

—Expanding Your Camp Populations
—Reaching New Camping Audiences
—Building Camp Attendance through Serving New Populations
—A Continuum Approach to Camping

Once you have the potential participant's attention, your description of the workshop should clarify the content and the focus on meeting the needs of the people most concerned. It may be, however, that there is considerable interest in your particular workshop topic—in that case, you will want to include key words in your title. The title for a workshop on the disabled might include key words such as mainstreaming and disabled.

B. Setting Goals and Objectives

Having identified the training needs of your audience, you can begin to set goals and objectives for your workshop. The following descriptions of goals and objectives may be helpful to you:

GOAL: flows directly from selected need
is descriptive of the information or training the audience will receive
translates the language of the need into general descriptive phrases

Objective: flows directly from the general goal
describes what participants must do to accomplish the general goal
is measurable (participants can demonstrate mastery through listing, writing, discussing, etc.)
specifies an acceptable level of performance

Some examples of goals and objectives which might be used in an awareness workshop on the disabled follow.

NEED: Camp directors are not aware of the need for the camping profession to provide additional opportunities for disabled campers.

GOAL: To create an awareness of the need for the camping profession to provide additional camping opportunities for the disabled in the least restrictive environment possible.

Objective 1: Following a guest speaker/presentation, participants will be able to identify the major issues surrounding mainstreaming and segregated programs for disabled campers.

Objective 2: Following small group discussions, participants will be able to debate the pros and cons of mainstreaming vs. segregated programs for disabled campers.

NEED: Camp directors do not feel knowledgeable about the implications of major disabling conditions in a camp setting.

GOAL: To provide knowledge on the major disabling conditions and implications for the camp setting.

Objective 1: Following a guest speaker/presentation, participants will be able to discuss the implications of at least three disabling conditions as they relate to camping.

Objective 2: Participants will take part in a simulation exercise and will discuss their feeling and attitudes regarding disabling conditions.

Objective 3: Given a list of words such as handicapped, disabled, impaired, mainstreaming, etc., participants will give definitions and will discuss these definitions and their implications for camp settings.

NEED: Camp directors are not clear on how they can adequately serve disabled individuals in their camp.

GOAL: To encourage participants to examine their own abilities and camp objectives in terms of helping to meet the need for camping opportunities for the disabled.

Objective 1: Following a presentation or panel discussion by camp directors who have successfully mainstreamed disabled campers into their camp program, participants will be able to list four ways that their program could include disabled persons, along with necessary modifications that would need to be made.

Objective 2: Participants will list the environmental and attitudinal barriers to participation by disabled campers which they feel apply to their situation, and will brainstorm ways to remove these barriers.

NEED: Camp directors are unsure of resources available in their own areas which would be helpful in beginning to serve disabled individuals in camp settings.

GOAL: To share additional sources of information to enable interested directors in starting or improving their own camp opportunities for the disabled.

Objective 1: Based on sample resource lists and displays, participants will identify at least three agencies, books, articles, persons, or other relevant resources available to them.

Objective 2: Participants will brainstorm a list of sources for information on serving disabled individuals in camp settings.

The use of specific goals and objectives in planning your workshop helps to ensure that content is related to the perceived needs of the participants and is useful when it comes time to evaluate the effectiveness of the training.

C. Organizing the Program

Items which you will want to consider when planning the actual program for your workshop include:

- —Specific Topic(s)
- —Time Frame
- —Format
- —Facilities
- —Equipment
- —Materials
- —Personnel
- —Publicity
- —Exhibits
- —Registration

Some particular information which you will want to consider follows.

Specific Topic and Time Frame

The specific topics to be covered in your workshop should be chosen in response to the needs of the people who will be attending. Goals and objectives should be written to reflect these needs (see Section A and B).

The amount of time allotted to your workshop may be determined by a number of factors: longevity of workshop, travel and lodging considerations, or scheduling conflicts. However, the amount of time available will be important in determining format and should be established at this point if it has not been previously set.

Format

Your selection of training formats will be an important factor in whether or not goals and objectives are met by participants. As you consider possible formats and activities, you will want to keep in mind that a variety of approaches will make your presentation more interesting and that those attending will appreciate a balanced combination of "hands on" activities and passive learning opportunities. Some commonly used formats include:

- —brainstorming
- —buzz sessions
- —case study
- —demonstration exercises
- —exhibition of pertinent material
- —interview
- —informal question and answer sessiosn
- —lecture presentations
- —on-site visitations
- —panel presentations
- —simulation experiences

Facilities

Once the various sessions for the workshop format have been chosen, you will need to determine the type of facilities best suited to your needs. You will need to make provisions for rooms and other program facilities in terms of the type of sessions, number of persons expected, and number of concurrent sessions. Consideration should be given to the accessibility of any facilities used. While this consideration would be of particular importance for a workshop specifically involving the disabled, the facilities used for any type of workshop should be as accessible as possible. An accessibility checklist is provided in the section on identifying barriers.

As you consider the place in which you will hold your meeting, you will want to think about meals and/or coffee breaks. Provision of suitable refreshment helps to keep participants interested in the program and gives an opportunity for informal sharing of ideas.

Equipment and Materials

A few hints on supplying equipment may help you avoid common pitfalls during a workshop session:

- —Determine all audio-visual equipment needed ahead of time and make a list. It is possible that equipment may be rented or provided free of charge by a facility where you rent space.
- —Anticipate that part of the audio-visual equipment will not work and provide extra slide trays, tapes, projector bulbs, and film reels. Test the equipment beforehand.
- —If ordering films, allow at least four to six weeks for delivery. Definitely preview the film before showing it and do any necessary repair work.

Any material used in the workshop should be carefully planned and selected. You will want to make sure that any handouts or resource lists which the participants are expected to take home are pertinent and usable. It is helpful if any lengthy resources can be sent to participants before the workshop so that they can be previewed at home. Other

handouts should be distributed at the time of registration or at the end of the workshop so that the participants will not be burdened or feel overwhelmed.

Personnel

As you consider the personnel involved in conducting your workshop, you will need to keep in mind both presentors and other resource people and the actual workshop staff. Speakers or presentors should be given the criteria, subjects, and format that is expected of them in writing. Even if you or the person contacting the speaker knows that speaker very well, putting expectations in writing gives the presentor a guide to follow, and will ensure that the participants will receive what has been advertised and promised to them.

Other personnel will be working "behind the scenes" to help make the workshop a success. Assignments should be made to cover the following:

—Registration
—Entertainment (especially for a 1-2 day workshop)
—Contacting Speakers
—Securing Facilities and Checking on Accessibility
—Securing Equipment and Materials
—Publicity
—Exhibits

Publicity

The amount of publicity you will need to use in connection with your workshop will depend in part on the number of participants involved and whether you will be reaching a select group or a wide range of agency, camp, and other personnel. In considering the publicity for the workshop you will want to make use of a flyer or brochure describing the workshop dates, site, subjects, key speakers, goals, and other pertinent information, supplemented by radio and/or television announcements, news releases, and announcements in agency newsletters.

Exhibits

Exhibits are not necessary but do provide an added dimension for workshop participants. Participants can browse through the exhibits during breaks and can learn of new material or resources which might not have been covered during a session. Exhibits also allow participants to take home copies of resources they think they will use, or to obtain information on how to get copies of key materials for themselves. In planning an exhibit, it is helpful to have a person available to answer questions about the display and to allot adequate time for participants to look at the materials. Some factors which you will need to consider in setting up exhibits are:

—determining the exhibit area
—determining the capacity of the exhibit
—obtaining tables, chairs, and other display materials
—establishing set-up and take-down procedures
—determining what will be exhibited and the source of the materials.

Registration

Registration procedures should be handled by workshop staff who are knowledgeable about the content of the workshop and can answer participants' questions. Registration packets should include:

—an agenda
—name tag
—copies of workshop information on sessions, speakers, meeting place, etc.
—handout materials to supplement sessions and meet program objectives
—pencils and note pads
—lists of nearby restaurants and entertainment sites
—any professional materials such as flyers, brochures, etc.

You may want to consider pre-registration if your anticipated audience is large. The registration area should be easily identified by the participants and should be manned at all key times.

D. Identifying Resources

As you begin to plan the content for your workshop, you will need to identify resources which you can use to make sure that your efforts are successful. You will want to consider both in-house and outside sources of information and other resources. In planning presentations you will want to identify qualified speakers and experts in a variety of fields related to your workshop topic. For example, the awareness workshop on the disabled would involve people in fields related to camping, mainstreaming, and the needs of disabled individuals. Some options might be:

—camp directors who have successfully mainstreamed disabled campers into their programs or offered special camps
—agencies in your area which offer recreational programs for persons with disabilities
—organizations which provide services to disabled individuals in your area
—disabled campers who have attended integrated and segregated programs
—parents of disabled campers
—college and university professors in fields related to camping, therapeutic recreation, outdoor education, etc.
—schools in your area which serve disabled students or which feature mainstreaming programs.

It would be important to try to include disabled consumers in the planning and presentation of the awareness workshop—their input would be invaluable in screening, resources, answering questions, and helping to change the attitudes of participants.

E. Identifying Barriers

In planning a workshop, ultimately barriers may present themselves and interrupt your planning sequence. Anticipating potential and actual barriers ahead of time can influence your planning effort. Areas which may present problems are discussed below.

Travel and Transportation Barriers

Presentation of several small workshops rather than one large one may help to overcome geographical and transportation barriers preventing interested camp directors from attending your awareness workshop. If, however, it is not convenient to present several workshops, travel and transportation information should be provided to facilitate

attendance. It may be possible to help participants from similar locations to arrange carpools or other cost-cutting transportation options.

Financial Barriers

It may be necessary to revise your workshop plans according to the amount of funds available. The size, scope, number of trainers, or number of participants may need to be modified to reflect allotted resources. You also may need to develop a budget. See the appendix for a sample budget.

Architectural Barriers

Your workshop should be held in an accessible facility if at all possible. Such a facility would encourage attendance by all interested individuals and would not exclude anyone on the basis of physical capability. A short checklist is provided for your use in determining the accessibility of a meeting site. See the appendix.

Attitudinal Barriers

If a principal focus of your workshop will be to change attitudes, you may discover that the attitudes currently held by the audiences you will be trying to reach may keep potential participants from attending the workshop. As mentioned previously, careful consideration should be given the title of your session; the same type of thought should be given to the workshop description and other items contained in pre-workshop publicity and communications.

F. Evaluation

The final phase in your workshop planning is also one of the most important. Evaluation is the process of gathering information about the effectiveness of your presentation and the extent to which workshop goals and objectives have been met. The information you collect should be designed to answer the following questions:

—to what extent were the workshop objectives accomplished?
—what is the long-term and short-term impact of the workshop?
—how well was the workshop conducted?
—how well were the logistics of the workshop managed?
—what workshop sessions had the most impact upon the participants?
—what part of the workshop was done well and what was done poorly?
—what changes should or could be made to improve the workshop?
—did the participants acquire new skills or information they can utilize effectively?
—was the money, time, and effort spent by personnel justified?
—are any follow-up sessions or another workshop needed?

In order to evaluate your workshop effectively, you will want to design your own instruments or look at the samples which follow. A questionnaire is useful in determining whether changes in the attitudes of participants have been effected as a result of the training. This type of questionnaire should be administered prior to workshop activities, and after the final presentation. An example of a questionnaire used to determine attitude changes is included in the appendix. This *Attitude Toward Disabled Persons Scale* would be a questionnaire used in an awareness workshop concerning the disabled. Data can be provided to help determine whether individuals have basically positive or negative attitudes toward the subjects, such as attitudes toward handicapped individuals, for an awareness workshop.

The Workshop Evaluation Form will be an indicator of the appropriateness of the content to the needs and interests of participants, how well sessions were conducted, and how participants ranked some sessions in relation to others. The form can be completed at the end of the entire workshop or at the end of individual sessions. A follow-up questionnaire could be designed to elicit information about the usefulness of the workshop and any additional support the participants may need. The follow-up questionnaire could be sent up to six months later.

In analyzing the evaluation data, you should focus on how the workshop could better meet the participant's needs, what content should be added or omitted, and which training strategies were particularly helpful.

Choosing the Content for a Workshop

As described in the previous section, it is important to provide a balance of active and passive learning opportunities for participants attending your workshop. After reviewing the possible formats in the previous section, you will want to determine the types of learning activities suited to the needs of your audience and to the time available for your workshop. As you plan the time available for presentations, discussions, and small group activities, remember to allow for opening remarks, closing, evaluation, and suitable coffee and/or meal breaks.

Planning the One-Hour Session

If your session is to be part of a larger training workshop for camp directors, you may be allotted only a minimal amount of time for your presentation. You will need to develop only one or two general goals and appropriate objectives to be met by your session; time for opening, closure, and evaluation should be kept to a minimun. Decide what the basic principles or questions that need to be addressed are. For example, workshop content for a one-hour session on serving disabled campers might answer the following questions:

—What is mainstreaming?
—Who are the handicapped campers who can be successfully mainstreamed?
—What about accessibility in my camp?
—Will I have to hire specially trained staff?

Whether you choose to utilize a lecture/presentation or panel discussion, you will need to allow time for questions and discussion. You may also want to display appropriate resources or provide handouts for workshop participants. If time allows, a short film or slide may help to reinforce the comments made by panelists or speakers.

Both lecture and panel discussion formats are well received by participants, especially when coupled with opportunities for discussion. A panel presentation provides opportunity for a variety of viewpoints and allows the audience to pose questions to a particular expert. Suggested panelists for a session on the disabled (choose four or five) could include:

—a camp director who has successfully mainstreamed disabled campers into his program
—a disabled camper who has attended regular camp sessions
—a disabled camper who has attended only special camp sessions
—parents of a disabled child
—local teachers who are involved in mainstreaming programs in the schools

—a camp director of a camp designed for disabled individuals
—college or university educators who teach camp administration courses
—therapeutic recreation specialists interested in camping for disabled persons
—mainstreaming advocates in your area.

Panelists should be limited to three to five minutes for their initial presentation to allow sufficient time for audience response. You will want to provide written guidelines for the panelists to ensure that their presentations are on target and meed the needs of workshop participants.

Planning a Longer Workshop

Conducting a one or two-day workshop represents more of a challenge to the workshop planner but has the advantage of providing an opportunity for more active participation by those attending the sessions. The longer session will allow more in-depth coverage of subjects. In an awareness session, additional time can be more effective in changing attitudes. You will need to develop several general goals and objectives, and to design relevant learning activities to meet the goals. Again, you will need to allow time for opening, closure, evaluation, and breaks.

More questions can be addressed in a longer session. For example, a longer awareness session on serving disabled campers could include questions such as:

—What is mainstreaming?
—Who are the disabled campers who can be successfully mainstreamed?
—Who needs a segregated program?
—How can the camp director determine who will be a successful mainstreamed camper?
—What are the implications of specific disabling conditions for the camp setting?
—How will camp facilities need to be modified?
—What training will the camp staff need?
—How should opportunities be initiated in camp?
—What resources are available to assist in beginning mainstreaming in camp or offering special programs?

As with the one-hour session, lecture and panel discussion formats are particularly successful in presenting basic information. These presentations should be followed by question and answer sessions; or by discussion in large or small groups. However, the longer workshop will allow for other learning activities such as role play or simulation exercises, movies, slides, debates, visits to camps, or brainstorming activities. A sample workshop agenda for a one-day session is provided in the appendix.

Conclusion

Effective workshops do not just happen. They are the result of well-thought-out planning, attention to detail during the workshop, and they include an opportunity for evaluation by all involved.

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Appendix A
Attitudes Toward Disabled Person Scale*

Read each statement and put an "X" in the appropriate column on the answer sheet. Do not make any marks on the question sheets. Please answer every question.

1. Disabled people are often unfriendly.
2. Disabled people should not have to compete for jobs with physically normal persons.
3. Disabled people are more emotional than other people.
4. Most disabled persons are more self-conscious than other people.
5. We should expect just as much from disabled as from non-disabled persons.
6. Disabled workers cannot be as successful as other workers.
7. Disabled people usually do not make much of a contribution to society.
8. Most non-disabled people would not want to marry anyone who is physically disabled.
9. Disabled people show as much enthusiasm as other people.
10. Disabled persons are usually more sensitive than other people.
11. Severely disabled persons are usually untidy.
12. Most disabled people feel that they are as good as other people.
13. The driving test given to a disabled person should be more severe than the one given to the non-disabled.
14. Disabled people are usually sociable.
15. Disabled persons usually are not as conscientious as physically normal persons.
16. Severely disabled persons probably worry more about their health than those who have minor disabilities.
17. Most disabled persons are not dissatisfied with themselves.
18. There are more misfits among disabled persons than among non-disabled persons.
19. Most disabled persons do not get discouraged easily.
20. Most disabled persons resent physically normal people.
21. Disabled children should compete with physically normal people.
22. Most disabled persons can take care of themselves.
23. It would be best if disabled persons would live and work with non-disabled persons.
24. Most severely disabled people are just as ambitious as physically normal persons.
25. Disabled people are just as self-confident as other people.
26. Most disabled persons want more affection and praise than other people.
27. Physically disabled persons are often less intelligent than non-disabled ones.
28. Most disabled persons are different from non-disabled people.
29. Disabled persons don't want any more sympathy than other people.
30. The way disabled people act is irritating.

**The Attitudes Toward Disabled Person Scale was developed by Yuku, Block, and Young as part of Project RD-834. For further information, contact: Human Resources Center, Albertson, NY 11507.*

ATDP Scale Answer Sheet

Code no. _____

Use this answer sheet to indicate how much you agree or disagree with each of the statements about disabled people on the attached list. Put an "X" through the appropriate number from +3 to −3 depending on how you feel in each case.

+3: I agree very much.
+2: I agree pretty much.
+1: I agree a little.
−1: I disagree a little.
−2: I disagree pretty much.
−3: I disagree very much.

Please Answer Every Item

(1)	−3	−2	−1	+1	+2	+3	(16)	−3	−2	−1	+1	+2	+3
(2)	−3	−2	−1	+1	+2	+3	(17)	−3	−2	−1	+1	+2	+3
(3)	−3	−2	−1	+1	+2	+3	(18)	−3	−2	−1	+1	+2	+3
(4)	−3	−2	−1	+1	+2	+3	(19)	−3	−2	−1	+1	+2	+3
(5)	−3	−2	−1	+1	+2	+3	(20)	−3	−2	−1	+1	+2	+3
(6)	−3	−2	−1	+1	+2	+3	(21)	−3	−2	−1	+1	+2	+3
(7)	−3	−2	−1	+1	+2	+3	(22)	−3	−2	−1	+1	+2	+3
(8)	−3	−2	−1	+1	+2	+3	(23)	−3	−2	−1	+1	+2	+3
(9)	−3	−2	−1	+1	+2	+3	(24)	−3	−2	−1	+1	+2	+3
(10)	−3	−2	−1	+1	+2	+3	(25)	−3	−2	−1	+1	+2	+3
(11)	−3	−2	−1	+1	+2	+3	(26)	−3	−2	−1	+1	+2	+3
(12)	−3	−2	−1	+1	+2	+3	(27)	−3	−2	−1	+1	+2	+3
(13)	−3	−2	−1	+1	+2	+3	(28)	−3	−2	−1	+1	+2	+3
(14)	−3	−2	−1	+1	+2	+3	(29)	−3	−2	−1	+1	+2	+3
(15)	−3	−2	−1	+1	+2	+3	(30)	−3	−2	−1	+1	+2	+3

ATDP Scale Scoring

Step 1: Change the signs of the items with positive wording (5, 9, 12, 14, 17, 19, 21, 22, 23, 24, 25, 29). By definition, a positive item is one which indicates that disabled persons are not "different" from non-disabled persons. For example, if the respondent answers "+3" to #5, change the score to "−3" for that number.

Step 2: Add all scores together to obtain the algebraic sum of all the items.

Step 3: Reverse the sign of the sum, from negative to positive, or positive to negative. The total scores obtained can range from −90 to +90.

Step 4: Add a constant of 90 to make all scores positive. The resulting score range is from 0 to 180, with a high score reflecting positive attitudes.

Note: If more than 10 percent of the items are left blank (4 items) the test is considered not scorable. If 10 percent or fewer items are omitted, the completed items are scored as usual with the customary constant added to eliminate negative values. This is equivalent to assigning a neutral value to the omitted items.

Normative Data

Non-disabled Persons	*Disabled Persons*
Male = 106.65	Male = 120.43
Female = 114.18	Female = 123.58

Appendix B
Workshop Evaluation Form

Part I

Please indicate the degree to which you agree or disagree with the following general statements about the day's activities by placing an "X" on the appropriate line. Feel free to add any comments or suggestions which you feel might clarify your evaluation.

SA = Strongly Agree A = Agree
D = Disagree SD = Strongly Disagree

	SA	A	D	SD
1. The workshop activities were well organized. Comments:	____	____	____	____
2. The workshop format was appropriate to the information presented. Comments:	____	____	____	____
3. There was a sufficient number of staff persons available for assistance. Comments:	____	____	____	____
4. The information presented was helpful to me in understanding how mainstreaming can be implemented in my camp. Comments:	____	____	____	____
5. Enough time was allotted for the scheduled presentations. Comments:	____	____	____	____
6. Enough time was allotted for questions/discussion. Comments:	____	____	____	____

Part II

Please answer the following questions in the space provided.

1. The strengths of the day's activities were:

2. The weaknesses of the day's activities were:

3. The day's activities could have been improved by:

Appendix C
Sample Agenda for an Awareness Workshop on Serving the Disabled through Camping

8:30 AM Opening Remarks (ATDP Scale)
9:00 AM "Meeting the Needs of a Very Special Population: The Disabled"
10:00 AM Film, "The Toughest Barrier" and Panel Presentation
Dr. Elmo Freeman, Physician
Ms. Jean Ellis, President of County Mental Health Association
Mr. Tim Grieves, Attorney (Mr. Grieves lost his sight at age 10.)
12:00 AM Lunch and Discussion Groups
1:00 PM Choose a Session
A. "Common Disabling Conditions and the Implications for Camps."
B. "Training Your Camp Staff."
C. "Outdoor Education and the I.E.P."
D. "Stress Challenge with the Disabled."
E. Recruiting and Orienting Campers with Special Needs.
2:30 PM Break
2:45 PM Repeat Session A
4:15 PM Designing a Barrier-Free or Accessible Camp Environment
Ms. Kate Peterson, Camp Courageous
Mr. Ted Jackson, Architect and Camp Planner
4:45 PM Evaluation

Appendix D
Sample Budget for Awareness Workshop: Serving the Disabled through Camping

Income

Registration Fee: $50 x 30 participants (Members $50-Nonmembers $60.)	$1,500

Expenses

Resource Leaders Honorarium (4 x $50)	$ 200
Printing	$ 150
Office Supplies	$ 25
Program Supplies	$ 200
Xerox	$ 25
Phone Calls	$ 50
Postage	$ 50
Facility and Equipment Rental	$ 200
Refreshments/Luncheon	$ 300
Total Expenses	$1,200
Section Net (20%)	$ 300
Total	$1,500